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The Ontario Curriculum
Grades 9 and 10

French As a Second Language – Core, Extended, and Immersion French

1999

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Introduction

The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to French as a second language in Grade 9, and the parts of *French Core Programs: Curriculum Guideline for the Primary, Junior, Intermediate and Senior Divisions, 1980* that relate to Grade 10.

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

The FSL Curriculum

The study of French is an important part of the secondary school curriculum. French is not only one of Canada's two official languages, but is also widely used around the world.

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students can strengthen their first-language skills and enhance their critical and creative thinking abilities; they also tend to become more tolerant and respectful of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The aim of the new French as a second language (FSL) curriculum is to prepare students to perform effectively in the challenging world they will face by providing them with the skills they will need to communicate in a second language. To make the curriculum relevant to students' lives, knowledge and skills are taught in contexts that reflect their interests and experiences. Students will be able to choose from courses that lead to study at the postsecondary level or to the workplace, depending on their individual interests, strengths, and aspirations.

The FSL Programs

The FSL curriculum comprises three programs: Core French, Extended French, and French Immersion. These programs reflect students' differing needs in studying French and are designed to provide students with different levels of intensity in developing their French-language knowledge and skills.

Core French. The aim of the Core French program is to provide students with fundamental communication skills in French and an understanding of the nature of the language and its culture. Core French offers students the chance to develop a usable command of the French language that can be expanded through further study or through contact with French-speaking

people. By the end of the four-year program, students will be able to participate in a straightforward conversation in French; will be able to read – with the help of a dictionary – books, magazines, and newspapers in French; and will be able to understand the general meaning of radio and television news and other programs.

Extended French. The aim of the Extended French program is to develop students' French-language knowledge and skills and to provide them with an understanding and appreciation of francophone culture in Canada and around the world. By the end of the four-year program, students will be able to converse freely on familiar topics; will be able to read – with the occasional help of a dictionary – books, magazines, and newspapers in French; and will be able to function in a French-speaking community.

Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French.

French Immersion. The aim of the French Immersion program is to develop and refine students' ability to communicate in French as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language.

Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

The purpose of this document is to set the minimum expectations for each of the Core French, Extended French, and French Immersion programs. These expectations build on the principles underlying the Ontario elementary school FSL programs. As students move through the grades in the secondary curriculum, the expectations for each program increase in scope, complexity, and sophistication. Students are required to use the French language with greater fluency, proficiency, and accuracy in an increased range of situations, and they apply their language skills in more challenging and complex ways.

Programs in French As a Second Language

Overview of the Programs

The Core French, Extended French, and French Immersion programs differ in intensity but share a common purpose: to develop students' oral communication (listening and speaking), reading, and writing skills in the French language. All programs emphasize the development of these skills, using a thematic approach and incorporating the use of a variety of media resources.

French must be the language of communication in class, so students can practise speaking in French and consistently hear French spoken. Learning activities must contain a balance of oral communication, reading, and writing skills appropriate to the type of course. In addition, these skills should be taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful to them.

In each course, students are taught a range of specific language structures, which they use in a variety of contexts. The review and re-use of both previously known and newly acquired structures and vocabulary are essential and natural in language study. The more students use French, and the more varied the contexts in which they use it, the more they will develop competence in the language.

As students study French, they gain an appreciation of French literature and an understanding of French societies in the world. Since language and culture are inseparable, the cultural study of French-language regions will be integrated into daily instruction rather than presented in an isolated fashion or on an occasional basis.

The FSL programs will benefit all students regardless of whether or not they plan post-secondary studies in French. There are, however, significant differences in focus and in the language competence expected of students in each course. The longer exposure to French instruction provided by the Extended and Immersion programs allows students to acquire a greater knowledge of the language and greater effectiveness in its use.

Generally, the choice of which program a student selects is determined by the total number of hours of French instruction accumulated by the end of Grade 8 (600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion). The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements if they have achieved the language competence through other means.

In any given grade, students may count credits earned in only one type of program – Core, Extended, or Immersion French – towards their secondary school diploma.

Two types of courses are offered in the Core French program in Grades 9 and 10: *academic* and *applied*. (See *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999* for a description of the different types of secondary school courses.) Only academic courses are offered in the Extended French and French Immersion programs. Courses offered in French as a second language must be delivered as full courses, not as half-credit courses.

Courses in French As a Second Language, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisites
9	Core French	Academic	FSF1D	1	Minimum of 600 hours of French instruction, or equivalent
9	Core French	Applied	FSF1P	1	Minimum of 600 hours of French instruction, or equivalent
10	Core French	Academic	FSF2D	1	Grade 9 Core, Academic or Applied
10	Core French	Applied	FSF2P	1	Grade 9 Core, Academic or Applied
9	Extended French	Academic	FEF1D	1	Minimum of 1260 hours of instruction in French, or equivalent
10	Extended French	Academic	FEF2D	1	Grade 9 Extended French or French Immersion
9	French Immersion	Academic	FIF1D	1	Minimum of 3800 hours of instruction in French, or equivalent
10	French Immersion	Academic	FIF2D	1	Grade 9 French Immersion

Note: Any FSL course will meet the secondary school diploma requirements for a compulsory credit in French as a second language. The compulsory credit would normally be earned in Grade 9.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under subheadings. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The curriculum expectations for all FSL programs are organized into three strands that correspond to the main areas of language use: oral communication, reading, and writing. The language structures that students are expected to learn through work done in the three strands are outlined for Grade 9 Core French on page 15, for Grade 10 Core French on page 24, for Grades 9 and 10 Extended French on page 33, and for Grades 9 and 10 Immersion French on page 42.

Oral Communication. The development of strong oral communication skills provides the foundation for students to read and write effectively. Students should have numerous opportunities both to listen to and speak French for practical purposes in everyday situations. They should have an adequate "listening period" before they are expected to communicate in French.

Reading. Reading is a complex process that provides a bridge between speech and writing. Reading skills and knowledge should be developed after language has been introduced orally, in a meaningful context that encourages students to think about what they are reading. Oral prereading activities build vocabulary, set a context, and relate texts to the students' experience or prior knowledge of the topic.

A well-balanced reading program will provide students with opportunities to consolidate language learned orally, build vocabulary, and develop comprehension skills. Students should read a wide range of materials for information and enjoyment. These materials should be appropriate to their age, interests, and level of proficiency in French.

Writing. From their experience with oral communication and reading, students acquire the skills they need to become good writers who are able to communicate ideas and opinions with ease and clarity. As students read a variety of written texts, they increase their vocabulary and learn to vary their sentence structure, their organizational approach, and the voice they use in their writing. Students' writing activities, in turn, support and reinforce their oral language skills. Writing activities that are seen by students as meaningful and that challenge them to think critically and creatively will help them achieve a fuller and more lasting mastery of the language.

Note: Unless otherwise indicated, the expectations refer to texts and media works that are developed or adapted for FSL learners.

Core French, Grade 9, Academic (FSF1D)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to short, structured spoken texts;
- listen and respond to a variety of short, simple, non-structured media works;
- express ideas and opinions in short conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– respond to spoken texts and media works by recounting key information and explaining some supporting details;

– listen to the ideas and opinions of others, agree or disagree, and justify their points of view;

– respond to classmates' presentations by asking questions for clarification and by providing feedback.

Speaking

By the end of this course, students will:

– use complete sentences in sustained conversations;

– interpret meaning through dramatization (e.g., demonstrate the mood and feeling of a poem; portray the attitudes of the main characters in a story; present a humorous situation from a reading passage);

– speak in French when working in collaborative and exploratory activities;

– present short dialogues (e.g., based on wordless comic strips, illustrations, photographs);

– prepare and give oral presentations on topics under study, incorporating appropriate audio and visual aids.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 15);

– use newly acquired vocabulary in conversation;

– recognize particular vocabulary items used in Canada that are different from those used in other French-speaking regions (e.g., *le dîner/le déjeuner, l'école secondaire/ le lycée*);

– use appropriate verbs to express thoughts and feelings (e.g., *croire, penser, espérer*);

– infer the meaning of unfamiliar words from verbal and non-verbal/visual cues (e.g., volume and tone of voice, facial expressions and gestures).

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of simple texts;
- read a range of simple texts to gather information and to expand their knowledge of the French language;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– demonstrate an understanding of materials containing a brief text (e.g., brochures, posters, advertisements) through oral and written presentations;

– respond to their independent reading of fiction and non-fiction narratives (a minimum of 40 pages) (e.g., by answering questions, summarizing the story, making a presentation to the class);

– analyse at least one chapter book and a selection of short stories, articles, and poems, identifying key elements (setting, plot, main characters);

– describe an incident in a book they have read by creating a media work (e.g., a book jacket, a movie poster, an advertisement, a newspaper article);

– prepare dialogues and create written text, using models from reading selections.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 15);

– use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions;

– demonstrate an understanding of words or phrases by providing synonyms, antonyms, or brief definitions;

– observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud;

– read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences (e.g., *Il fait très froid aujourd'hui. Comment vas-tu? Quelle réponse!*);

– demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations);

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in short written texts;
- create short written texts in structured and open-ended situations;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

– write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;

– exchange information by writing a letter, a postcard, or an e-mail message that includes an appropriate salutation and closing;

– record personal thoughts and observations in diaries, journals, and logs;

– write point-form notes to record key information from articles, poems, and reading passages.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 15);

– write a short dictated message, using correct spelling and punctuation;

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– incorporate newly acquired vocabulary into their written work.

Core French, Grade 9, Applied (FSF1P)

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to short, structured spoken texts;
- listen and respond to a variety of short, simple, non-structured media works;
- express ideas and opinions in short conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– understand and follow specific instructions;

– respond to spoken texts and media works by asking and answering questions and identifying the main ideas;

– listen to spoken texts and media works in order to practise correct pronunciation, intonation, and expression.

Speaking

By the end of this course, students will:

– use complete sentences to produce short oral presentations (e.g., descriptions, reports, announcements);

– present prepared conversations in dialogues or dramatizations (e.g., simulating an interview, a television commercial);

– speak in French when working in collaborative and exploratory activities;

– share information and ideas to produce an oral presentation with classmates;

– prepare and give group oral presentations on topics under study, incorporating audio and visual aids.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 15);

– use newly acquired vocabulary in conversation;

– recognize particular vocabulary items used in Canada that are different from those used in other French-speaking regions (e.g., *le dîner/le déjeuner, l'école secondaire/ le lycée*);

– infer the meaning of unfamiliar words from verbal and non-verbal/visual cues (e.g., volume and tone of voice, facial expressions and gestures).

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of simple texts;
- read a range of simple texts to gather information and to expand their knowledge of the French language;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– demonstrate an understanding of articles, short stories, and poems or lyrics (e.g., by asking and answering questions, presenting dramatizations);

– read materials containing a brief text (e.g., brochures, advertisements) and develop the main ideas and some supporting details in a different context (e.g., radio announcements, class posters);

– model ideas and formats from their reading to produce written work and oral presentations (e.g., a poster advertising an event, an interview with a historical figure).

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 15);

– use reading strategies (e.g., contextual clues, visual cues) to determine the meaning of unfamiliar vocabulary and expressions;

– identify synonyms and antonyms of given words in written texts;

– observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud;

– read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences (e.g., *Il fait très froid aujourd'hui. Comment vas-tu? Quelle réponse!*);

– demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations);

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in short written texts;
- create short, simple written texts in structured and open-ended situations;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

– write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;

– write a letter that includes a salutation and an ending;

– create an invitation or a poster for an event, giving date, place, time, and other relevant details;

– write short texts (e.g., want ads, "for sale" signs), choosing vocabulary to suit the purpose;

– write short dialogues about a specific topic or activity;

– prepare and conduct a survey to gather information, and summarize the data in short sentences.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 15);

– write a short dictated message, using correct spelling and punctuation;

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– incorporate newly acquired vocabulary into their written work.

Language Structures

Core French, Grade 9

Students should recognize and use these language structures in all three strands.

	Grade 9 Academic and Applied
Nouns and Pronouns	– substitute personal pronouns to replace nouns (e.g., *Philippe marche. Il marche vite.*) – direct and indirect object pronouns (*le, la, les, lui, leur, y, en*) – disjunctive pronouns (*moi, toi, lui, elle, nous, vous, eux, elles*) – relative pronouns (*qui, que*) – position of a single object pronoun with simple or compound verbs in affirmative sentences (e.g., *Je le vois. Je vais lui parler. Elle leur a téléphoné.*)
Verbs	– *passé composé* of irregular verbs – *passé composé* of verbs conjugated with *être* (e.g., *rester, arriver*), including the agreement of the past participle (e.g., *Elle est restée tard à l'école.*) – present tense of reflexive verbs related to daily routines (e.g., *se lever, s'habiller*) – *futur simple* of *-er*, *-ir*, and *-re* verbs and irregular verbs – verbs followed by the prepositions *à* and *de* (e.g., *essayer de, avoir besoin de, assister à, répondre à*)
Adjectives	– singular and plural, feminine and masculine, of irregular adjectives (e.g., *frais, gentil, gros, créatif, cher, sérieux*) – comparative and superlative forms of *bon*
Adverbs	– comparative and superlative forms of *bien*
Conjunctions	– *et, mais, ou, donc*
Interrogative Constructions	– question words (e.g., *qui, quand, où, comment, pourquoi, de qui, à qui*) used with *est-ce que* (e.g., *Quand est-ce que tu viens chez moi?*) and with subject-verb inversion (e.g., *Quand viens-tu chez moi?*)
Negation	– use of *ne . . . pas* with compound verbs (e.g., *Je n'ai pas vu le film.*) – use of *ne . . . pas* with simple sentences that include an object pronoun (e.g., *Vous ne la regardez pas.*)

Core French, Grade 10, Academic (FSF2D)

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to a variety of spoken texts;
- listen and respond to a variety of non-structured media works;
- express ideas and opinions in conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

– extract the main ideas and supporting details from a variety of media works (e.g., television and radio programs, videos, songs) and discuss their interpretations;

– take notes on presentations, oral reports, and discussions.

Speaking

By the end of this course, students will:

– participate in teacher-guided discussions and debates, and in dramatizations;

– explain personal opinions, and formulate and support judgements, on topics under study;

– prepare and present short dialogues on topics under study;

– present an argument based on researched information;

– create media works of some technical complexity (e.g., a television or radio report, a video);

– describe possible or ideal situations (e.g., *J'aimerais . . .*).

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

– use newly acquired vocabulary in conversation;

– use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

– interpret the meaning of unfamiliar words using contextual clues.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of texts and simple authentic materials;
- apply critical thinking as they read (e.g., infer meaning from the text, analyse information, determine cause and effect, and go beyond the surface meaning);
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– demonstrate a general understanding of ideas found in articles, short stories, and poems (e.g., by answering multiple-choice questions, giving short answers, performing matching activities);

– respond to their independent reading of short novels (a minimum of 60 pages) (e.g., by answering questions, summarizing the story, making a presentation to the class);

– summarize the main ideas of a written text from the point of view of one of the characters;

– expand on information or ideas they get from their reading (e.g., by predicting outcomes, applying content in new contexts);

– demonstrate critical thinking skills by identifying issues and values in reading selections, locating and analysing root causes, and expressing their views either in writing or in conversation;

– use specific research skills (e.g., data gathering, note taking, outlining) in preparing an assignment.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

– identify stylistic devices (e.g., similes, metaphors);

– determine the meaning of unfamiliar words and idiomatic expressions from context;

– use graphic organizers (e.g., Venn diagrams, story maps) to show the meaning of texts;

– understand the importance of tense differences in written texts (e.g., in indirect discourse, in flashback situations);

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in short written texts;
- create short written texts in structured and open-ended situations;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Ideas and Information

By the end of this course, students will:

– write in a variety of forms (e.g., a descriptive paragraph, a personal letter, a poem, an e-mail message, a newspaper article, a dialogue);

– state opinions about a topic supported by facts;

– organize information into paragraphs for written assignments;

– prepare personal notes on information found in a variety of sources (e.g., on the Internet, in video programs, on audio CDs).

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– incorporate newly acquired vocabulary into their written work.

Core French, Grade 10, Applied (FSF2P)

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to a variety of spoken texts;
- listen and respond to a variety of non-structured media works;
- express ideas and opinions in conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– understand and follow instructions for classroom activities;

– respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

– extract the main ideas and supporting details from a variety of media works (e.g., television and radio programs, videos, songs);

– take brief notes on presentations, oral reports, and discussions.

Speaking

By the end of this course, students will:

– use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

– share opinions and formulate judgements about topics under study;

– present an argument, a point of view, or researched information relating to a topic under study;

– prepare and present short dialogues on topics under study;

– give individual or group oral presentations on topics under study, incorporating audio and visual aids.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

– use newly acquired vocabulary in conversation;

– use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

– interpret the meaning of unfamiliar words (e.g., by recognizing cognates, word families).

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of texts;
- read a wide range of texts to gather information and to expand their knowledge of the French language;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisements, publicity ads, CD-ROMs, computer software);

– read a selection of short stories, articles, and poems, and develop the main ideas and some supporting details in a different context;

– read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

– skim a text to list key ideas;

– use specific research skills (e.g., identifying sources, data gathering, note taking) in preparing an assignment;

– organize their research data on a topic and report on their findings in an oral presentation that includes an introduction and a conclusion.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

– identify and model language conventions used in job advertising, personal letter writing, and press releases;

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in short written texts;
- create short written texts in structured and open-ended situations;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Ideas and Information

By the end of this course, students will:

– write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

– write a brief description (e.g., a personal profile) using the appropriate past tenses;

– write a formal letter (e.g., requesting a job interview, expressing a point of view to the editor of a newspaper);

– write a brief report based on researched information;

– prepare and conduct a survey, and summarize and interpret the data in short paragraphs.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– apply the conventions of formal letter writing (e.g., the omission of *cher* in the salutation, the use of appropriate closing expressions);

– incorporate newly acquired vocabulary into their written work.

Language Structures

Core French, Grade 10

Students should recognize and use these language structures in all three strands.

	Grade 10 Academic	Grade 10 Applied
Nouns and Pronouns	– personal object pronouns (*me, te, nous, vous*) (e.g., *On m'a donné un cadeau.*) – relative pronouns (*ce qui, ce que, dont*) – position of object pronouns with imperatives (e.g., *Faites-le! Ne le faites pas.*) – object pronoun *en* to replace expressions of quantity (e.g., *Je voudrais un peu de salade. J'en voudrais un peu.*) – position of two object pronouns with simple and compound verbs in affirmative and negative sentences (e.g., *Nous le lui avons donné. Tu ne lui en as pas vendu.*)	– personal object pronouns (*me, te, nous, vous*) (e.g., *On m'a donné un cadeau.*) – relative pronouns (*ce qui, ce que, dont*) – position of object pronouns with imperatives (e.g., *Faites-le! Ne le faites pas.*) – object pronoun *en* to replace expressions of quantity (e.g., *Je voudrais un peu de salade. J'en voudrais un peu.*) – position of two object pronouns with simple and compound verbs in affirmative and negative sentences (e.g., *Nous le lui avons donné. Tu ne lui en as pas vendu.*)
Verbs	– *imparfait* and *conditionnel présent* of *-er*, *-ir*, and *-re* verbs and irregular verbs – use of the *imparfait* and the *passé composé* to describe events in the past (e.g., *Il faisait beau hier quand mon amie est venue me rendre visite.*) – *passé composé* of reflexive and pronominal verbs (e.g., *Je me suis habillé. Nous nous sommes rencontrés au centre commercial.*) – use of the *conditionnel présent* to discuss possibility (e.g., *Est-ce que tu pourrais laver l'auto, Marc?*) and to show politeness (e.g., *Je voudrais un café, s.v.p.*) – affirmative and negative infinitives following impersonal expressions (e.g., *Il est important de se protéger contre les rayons du soleil. Il est préférable de ne pas conduire trop vite.*) – agreement with the preceding direct object of the past participle of verbs conjugated with *avoir* (e.g., *Il a vu l'annonce. Il l'a vue.*) – sequence of tenses with *si* using the *imparfait* and the *conditionnel présent* (e.g., *Si j'étais malade, j'irais chez le médecin.*) – use of the *subjonctif présent* of high-frequency verbs (e.g., *avoir, être, aller, faire, savoir*) with the impersonal expression *il faut* (e.g., *Il faut que je fasse mes devoirs ce soir.*)	– *imparfait* and *conditionnel présent* of *-er*, *-ir*, and *-re* verbs and irregular verbs – use of the *imparfait* and the *passé composé* to describe events in the past (e.g., *Il faisait beau hier quand mon amie est venue me rendre visite.*) – use of the *conditionnel présent* to discuss possibility (e.g., *Est-ce que tu pourrais laver l'auto, Marc?*) and to show politeness (e.g., *Je voudrais un café, s.v.p.*) – affirmative and negative infinitives following impersonal expressions (e.g., *Il est important de se protéger contre les rayons du soleil. Il est préférable de ne pas conduire trop vite.*)
Prepositions and Conjunctions	– conjunctions (e.g., *si, quand, lorsque, dès que, cependant, car, donc*) – prepositions with geographical names (e.g., *en France, au Canada, à Winnipeg*)	– conjunctions (e.g., *quand, lorsque, dès que, cependant, car, donc*) – prepositions with geographical names (e.g., *en France, au Canada, à Winnipeg*)
Sentence Structure	– linking words (e.g., *c'est-à-dire, après tout, en effet*)	– linking words (e.g., *c'est-à-dire, après tout, en effet*)

Extended French, Grade 9, Academic (FEF1D)

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to spoken texts intended for a French-speaking audience;
- express ideas and opinions arising from class discussions, individual research, and personal interests;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– understand and follow instructions (e.g., how to play a game, how to collaborate on an activity);

– extract the main ideas and secondary information from live or recorded speech (e.g., in videos, television programs, films, presentations by guest speakers);

– demonstrate an understanding of spoken text by summarizing, role-playing, or expressing opinions.

Speaking

By the end of this course, students will:

– conduct an interview on a particular topic of interest;

– debate an issue (e.g., Do students have too much freedom?) relating to a topic under study;

– present an impromptu speech on a specific topic suggested by the teacher;

– create skits or dramatic scenes in pairs or small groups and present them to the class;

– prepare and present an oral narrative using visual cues (e.g., a sequence-of-events chart, a cartoon).

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Extended French, Grade 9, p. 33);

– use newly acquired vocabulary in conversations, narrations, and presentations.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of materials intended for a French-speaking audience;
- extract information from authentic texts and apply it in relevant, everyday situations;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Canada;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– extract detailed information from a range of authentic materials (e.g., brochures, schedules, menus, and advertisements) to plan a specific activity (e.g., a journey, a meal);

– summarize the main ideas and supporting details found in short stories, articles, and short novels intended for a French-speaking audience;

– identify the writer's intent or point of view in songs and poetry;

– identify the main character, setting, plot, and climax of a story and write a paragraph describing those elements;

– present a hypothesis relating to a topic under discussion and justify their conclusions.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Extended French, Grade 9, p. 33);

– identify stylistic differences in various literary genres (e.g., the author's use of formal and informal language);

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- create short texts based on class discussions, individual research, or topics of personal interest;
- communicate ideas and opinions, using a variety of written forms, in structured and open-ended situations;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

– write in a variety of genres (e.g., poems, letters, newspaper articles, journal entries, postcards, advertisements);

– create visuals and text (e.g., posters, brochures, collages, photo stories, comic strips) based on topics under study;

– write their own ending to a story read in class;

– write paragraphs, using clear introductory sentences, supporting arguments, and a conclusion;

– write a short critique of a book, a video, or a film;

– write informal letters or e-mail messages to French-speaking pen- or key-pals.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Extended French, Grade 9, p. 33);

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– incorporate newly acquired vocabulary into their written work.

Extended French, Grade 10, Academic (FEF2D)

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to a broad range of spoken texts intended for a French-speaking audience;
- express ideas and opinions arising from class discussions, individual research, and personal interests;
- understand extended dialogues or other spoken texts (e.g., news reports) from various French-speaking regions;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– understand and follow instructions (e.g., how to play a game, how to get to a destination);

– demonstrate an understanding of tape-recorded discussions by presenting their personal viewpoints on issues or questions raised;

– comment on and ask questions about a classmate's oral presentation.

Speaking

By the end of this course, students will:

– role-play interviews of people associated with a topic under study or of a character in a film, video, or book;

– create and present a scene based on a film or video (e.g., a prelude or postlude to a film; a remake of a scene from a film, presenting that scene from a different point of view);

– dramatize a scene from a reading assignment;

– participate in a formal debate relating to a topic under study;

– state and justify opinions, express likes and dislikes, and compare and contrast different attitudes.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Extended French, Grade 10, p. 33);

– use newly acquired vocabulary in conversations, narrations, and presentations.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of materials intended for a French-speaking audience;
- read a variety of authentic texts and apply their interpretations to relevant, everyday situations;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Canada and the world;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– interpret charts, graphs, and other statistical information relating to a topic under study;

– use critical thinking skills to respond to classmates' reports (e.g., question their intentions, challenge their findings);

– analyse and comment on the actions and motivations of the characters in a work of fiction;

– make predictions about the course of events in a story based on previous events;

– describe the incidents in a work of fiction from the point of view of a secondary character;

– create an alternative ending to a work of fiction;

– describe how aspects of a work of fiction (e.g., the depiction of school or community life) illustrate francophone culture in Canada or in another part of the world.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Extended French, Grade 10, p. 33);

– identify stylistic devices (e.g., similes, metaphors, personification) in various genres;

– recognize language conventions that identify regionalisms, formal and informal language, popular language (e.g., anglicisms), and the language of the media (e.g., in advertising);

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- create texts based on class discussions, individual research, or topics of personal interest;
- communicate ideas and opinions, using a variety of written forms;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

– write multi-paragraph texts, with a clearly expressed introduction, support for arguments or ideas, and a conclusion;

– conduct research and organize their findings in a report that includes an introduction and a conclusion;

– write a formal letter to a potential employer (e.g., applying for a job) or to a counsellor (e.g., asking for assistance with a problem);

– prepare a series of questions for an opinion poll concerning a topic under study;

– write a newspaper article presenting information objectively.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for Extended French, Grade 10, p. 33);

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– apply the conventions of formal letter writing (e.g., the omission of *cher* in the salutation, the use of appropriate closing expressions);

– incorporate newly acquired vocabulary into their written work.

Language Structures

Extended French, Grades 9 and 10

Students should recognize and use these language structures in all three strands.

	Grade 9	Grade 10
Nouns and Pronouns	– possessive pronouns (e.g., *le mien, la tienne, le vôtre, les nôtres*) – demonstrative pronouns (*celui, celle, ceux, celles*) – relative pronouns (*dont, où*)	– position of two object pronouns with simple and compound verbs in affirmative and negative sentences (e.g., *Je le lui ai donné. Nous ne les leur avons pas donnés.*) – relative pronouns (*ce qui, ce que, ce dont*)
Verbs	– use of the *imparfait* in past description (e.g., *Quand j'étais jeune, j'avais un ourson nommé Toupie.*) – *futur simple* of *-er*, *-ir*, *-re* verbs and irregular verbs – *conditionnel présent* of *-er*, *-ir*, *-re* verbs and irregular verbs – present tense of reflexive verbs related to daily routines (e.g., *se lever, s'habiller*) – *passé composé* of verbs conjugated with *être* (e.g., *rester, arriver*), including agreement of the past participle (e.g., *Elle est arrivée hier.*) – use of the *subjonctif présent* of high-frequency verbs (e.g., *aller, faire, savoir*) with the impersonal expression *il faut* (e.g., *Il faut que je fasse mes devoirs ce soir.*)	– the infinitive used as a noun (e.g., *Voyager, c'est épatant!*) – sequence of tenses with *si* using the *imparfait* and the *conditionnel présent* (e.g., *Si j'étais malade, j'irais chez le médecin.*) – impersonal expressions followed by the infinitive to give instructions (e.g., *il faut, il est interdit, il est permis*) (e.g., *Il est interdit de courir dans le couloir.*) – agreement with the preceding direct object of the past participle of verbs conjugated with *avoir* in affirmative and negative sentences (e.g., *Je les ai mangés. Les livres que j'ai lus étaient intéressants. Nous ne l'avons pas vue.*) – *subjonctif présent* with impersonal expressions (e.g., *il faut, il est important, il est temps*) (e.g., *Il est important qu'elle vienne ce soir.*) – *passé composé* of reflexive and pronominal verbs (e.g., *Je me suis habillé. Nous nous sommes rencontrés au centre commercial.*)
Adjectives	– singular and plural, feminine and masculine of irregular adjectives (*e.g., gentil, fou, sérieux, vieux*) – position and agreement of the adjective *tout* (e.g., *tout le monde, toutes les filles*)	
Adverbs	– position of adverbs with affirmative and negative compound verbs (e.g., *Il a bien mangé. Elles ne sont pas souvent allées au festival.*)	
Prepositions and Conjunctions	– conjunctions (e.g., *si, quand, lorsque, dès que, cependant, car, donc*)	

French Immersion, Grade 9, Academic (FIF1D)

This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to a variety of spoken texts and media works intended for a French-speaking audience;
- discuss ideas and opinions relating to topics being studied;
- understand simple statements spoken in the accent or the idiom of various French-speaking regions in North America;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– extract the main ideas and secondary information from live or recorded speech (e.g., in videos, television programs, films, presentations by guest speakers);

– identify facts in oral descriptions and narrations (e.g., news reports);

– recognize that French is spoken with different accents depending on the region under study (e.g., Acadia, Louisiana).

Speaking

By the end of this course, students will:

– role-play interviews of people associated with the literature or culture under study or of a character in a film, video, or book;

– discuss ideas and opinions about topics relating to North American francophone culture;

– dramatize a scene from a reading selection (e.g., a novel, a play, a short story);

– present a monologue or an impromptu speech;

– retell a story, describing in particular the sequence of events.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for French Immersion, Grade 9, p. 42);

– use newly acquired vocabulary in conversations, narrations, and presentations;

– distinguish between English and French pronunciation and intonation.

Reading

Overall Expectations

By the end of this course, students will:

- read a variety of materials intended for a French-speaking audience;
- gather information for different purposes from a variety of sources and apply it in other contexts;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in North America;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– summarize, orally or in writing, the content of a variety of texts they have read (e.g., newspaper or magazine articles, short stories, a legend, a novel);

– skim text for specific information;

– present a hypothesis based on their reading (e.g., that a certain issue will be resolved in a particular way) and justify their conclusions;

– identify the plot, setting, and characters in a story, and demonstrate how they are interrelated;

– identify the writer's intent or point of view in songs and poetry.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for French Immersion, Grade 9, p. 42);

– recognize and understand stylistic devices (e.g., similes, metaphors, personification);

– recognize that although some words have the same spelling in English and French, they have very different meanings (e.g., *sensible* in French means "sensitive" in English);

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- communicate ideas and opinions clearly and coherently, choosing a form appropriate to the context;
- write in a variety of forms, adjusting the language to suit the audience;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

– write multi-paragraph texts that include an introduction, the development of ideas through linking paragraphs, and a conclusion;

– write letters, e-mail messages, journals, and other texts of a practical nature (e.g., invitations, thank-you notes, and shopping lists);

– write a short critique of a book, a video, or a film;

– use different forms of writing (e.g., exposition, description, narration) to suit the purpose of the task;

– produce a written assignment (a minimum of 500 words).

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for French Immersion, Grade 9, p. 42);

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– incorporate newly acquired vocabulary into their written work.

French Immersion, Grade 10, Academic (FIF2D)

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to a broad range of spoken texts and media works intended for a French-speaking audience;
- explain ideas and opinions in small-group discussions, impromptu exchanges, large-group presentations, and formal debates;
- understand extended dialogues and other spoken texts from various European French-speaking regions;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

– follow a series of instructions, either live or recorded (e.g., an exercise program);

– explain the main ideas and supporting details presented in live and recorded programs or presentations (e.g., television, film, radio, theatre);

– compare their viewpoints with alternative viewpoints expressed by others in oral reports and discussions;

– comment on and ask questions about a classmate's oral presentation.

Speaking

By the end of this course, students will:

– debate an issue relating to the literature being studied;

– dramatize a scene from a reading assignment;

– contribute to discussions on issues concerning French-speaking Europe by expressing their ideas and opinions.

Application of Language Conventions

By the end of this course, students will:

– recognize and apply appropriate language structures (see language structures for French Immersion, Grade 10, p. 42);

– use newly acquired vocabulary in conversations, narrations, and presentations;

– recognize and use familiar, colloquial, and formal language.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of materials intended for a French-speaking audience;
- interpret authentic texts written on diverse topics;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Europe;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

– identify various text forms and describe their characteristics;

– analyse the motivations of a character in a work of fiction;

– infer the author's intent in written texts (e.g., newspaper editorials, essays, poems, short stories);

– critique a text (e.g., accept or reject the argument in a newspaper editorial);

– describe how events or situations in a text reflect the francophone culture of the region concerned;

– use personal experiences to reflect upon and discuss events or issues covered in written texts;

– compare ideas and statements found in two texts dealing with the same topic.

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for French Immersion, Grade 10, p. 42);

– identify and understand stylistic devices (e.g., similes, metaphors, personification, onomatopoeia) in various genres;

– recognize language conventions that signal regionalisms, formal and informal language, popular language (e.g., anglicisms), and media language (e.g., in advertising);

– use French-English and French dictionaries to clarify the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- write clearly, coherently, and persuasively on diverse topics, choosing a form appropriate to the context;
- write in a variety of forms, adjusting their style and register to suit the purpose and the audience;
- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

– write multi-paragraph texts that include an introduction, the development of ideas through linking paragraphs, and a conclusion;

– use notes taken during an oral presentation to write a summary of the information and ideas presented;

– write a newspaper article expressing an opinion and giving supporting facts;

– report accurately information gathered during research;

– write short critiques to explain the literary value of a text;

– produce a written assignment (a minimum of 750 words).

Application of Language Conventions

By the end of this course, students will:

– recognize and use appropriate language structures (see language structures for French Immersion, Grade 10, p. 42);

– revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

– incorporate newly acquired vocabulary into their written work.

Language Structures

French Immersion, Grades 9 and 10

Students should recognize and use these language structures in all three strands.

	Grade 9	Grade 10
Nouns and Pronouns	– position of two object pronouns with simple and compound verbs in affirmative and negative sentences (e.g., *Vous lui en avez parlé. Pierre ne les leur a pas expliqués.*) – demonstrative pronouns (*celui, celle, ceux, celles*) – possessive pronouns (e.g., *le mien, la tienne, le vôtre, les nôtres*) – relative pronouns (*ce qui, ce que, ce dont*) – expressions of quantity and partitives (*la plupart, bien, peu, encore*) (e.g., *La plupart des élèves savent utiliser un ordinateur.*)	– disjunctive pronouns (e.g., *moi, toi, eux, elles*) following a preposition (e.g., *Il marche vers toi.*), used with *-même(s)* (e.g., *C'est toi, Paul? Oui, moi-même.*), and used independently (e.g., *Qui est là? Moi.*) – relative pronoun *lequel* (e.g., *Voilà la raison pour laquelle il est parti si vite.*) – the indefinite pronoun *tout* (e.g., *Tout ce que je veux faire, c'est voyager.*)
Verbs	– *passé composé* of verbs conjugated with *être*, including agreement of the past participle (e.g., *Elle est restée tard hier soir.*) – agreement with the preceding direct object of the past participle of verbs conjugated with *avoir* in affirmative and negative sentences (e.g., *Je les ai mangés. Les livres que j'ai lus étaient intéressants. Nous ne l'avons pas vue.*) – affirmative and negative infinitives following impersonal expressions (e.g., *Il est interdit de conduire des camions dans ce quartier. Il est important de ne pas oublier la fête de sa grand-mère.*) – *passé composé* and *imparfait* in past narration and description (e.g., *Quand je suis rentré, mes parents préparaient le souper.*) – *faire causatif* (e.g., *Mon ami fait faire ses devoirs par son grand-père.*) – *passé composé* of reflexive and pronominal verbs, including agreement of the past participle (e.g., *Nous nous sommes levés. Je me suis lavé les mains.*) – sequence of tenses with *si* using the *imparfait* and the *conditionnel présent* (e.g., *Si j'étais malade, j'irais chez le médecin.*) – *subjonctif présent* with impersonal expressions (e.g., *il faut, il est temps, il est important*) (e.g., *Il est important qu'elle vienne ce soir.*)	– *plus-que-parfait* and *conditionnel passé* of *-er*, *-ir*, and *-re* verbs and irregular verbs – sequence of tenses with *si* – 1. *Si + présent → futur/présent/impératif* (e.g., *S'il fait beau, j'irai à la ferme. S'il fait beau, je peux aller à la ferme. S'il fait beau, va à la ferme.*) 2. *Si + imparfait → conditionnel présent* (e.g. *S'il faisait beau, j'irais à la ferme.*) 3. *Si + plus-que-parfait → conditionnel passé* (e.g., *S'il avait fait beau, je serais allé à la ferme.*) – use of the *futur simple* after *quand, dès que, lorsque* (e.g., *Quand il pleuvra, les fleurs pousseront.*) – *subjonctif présent* after expressions of emotion, doubt, wish, order, permission (e.g., *Je suis content qu'il puisse venir. Nous doutons qu'il fasse beau. Il aimerait mieux que je vienne. Je voudrais que mes cours soient faciles.*) – formation of the *voix passive* (e.g., *L'aéroport a été construit en 1995.*) – formation and use of the present participle (e.g., *Je parle toujours à mes amis en mangeant à la cafétéria.*)
Negation		– negative infinitives (e.g., *C'est un film à ne pas manquer.*)

Some Considerations for Program Planning in French As a Second Language

Teachers who are planning a program in French as a second language must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that are particularly relevant for FSL program planning are noted here.

Education for Exceptional Students. There are a number of technical and learning aids that can assist FSL teachers in meeting the needs of exceptional students as set out in their Individual Education Plan. Some students may require a Brailler, a personal amplification system, an oral or a sign-language interpreter, a scribe, or specialized computer programs.

The Role of Technology in the Curriculum. Students will be expected to use French computer programs as well as computer-assisted learning modules developed for second-language learners. The introduction of Internet access has been an important innovation in the area of language study, since the use of e-mail enables both students and teachers to communicate directly with French speakers. Through the Internet, students can "talk" to key-pals from regions or countries where French is spoken. Teachers may also use the Internet to set up class projects with some language learners.

Audio cassettes, CDs, radio broadcasts, television programs, videos, and films are crucial to students' study of the French language. By means of these technologies, students can hear French as it is spoken in various regions around the world, and can observe many aspects of the culture and everyday life of francophone societies.

Career Education. The FSL programs provide students with relevant contexts within which they can explore their interests and demonstrate their abilities and aptitudes as they work together to develop their French-language communication skills. Students also learn how having a working knowledge of French expands the range of career opportunities that they can pursue both in Canada and internationally.

The Achievement Chart for French As a Second Language

The achievement chart that follows identifies four categories of knowledge and skills in French as a second language – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*.)

The achievement chart is meant to guide teachers in:
- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:
- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:
- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in French as a second language can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 9–10, French As a Second Language

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of language forms and conventions	– demonstrates limited knowledge of language forms and conventions	– demonstrates some knowledge of language forms and conventions	– demonstrates considerable knowledge of language forms and conventions	– demonstrates thorough knowledge of language forms and conventions
– understanding of content	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking/Inquiry	The student:			
– critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language	– uses language with limited accuracy and effectiveness	– uses language with some accuracy and effectiveness	– uses language with considerable accuracy and effectiveness	– uses language with a high degree of accuracy and effectiveness
– communication for different audiences and purposes, using various forms	– communicates with a limited sense of audience and purpose, using few appropriate forms	– communicates with some sense of audience and purpose, using some appropriate forms	– communicates with a clear sense of audience and purpose, using appropriate forms	– communicates with a strong sense of audience and purpose, using appropriate forms

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Application	The student:			
– application of knowledge and skills in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with moderate effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
– use of the language in new contexts	– demonstrates limited ability in using the language in new contexts	– demonstrates some ability in using the language in new contexts	– demonstrates considerable ability in using the language in new contexts	– demonstrates a high degree of ability and confidence in using the language in new contexts
– making connections (e.g., between personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions and lists of examples are intended to help teachers and parents/guardians use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Antonym. A word opposite in meaning to another word (e.g., hot/cold).

Authentic materials (texts). Learning materials (e.g., newspaper articles, short stories, novels, poems, television programs, films, etc.) originally created for public consumption and designed for a French-speakering audience. Language structures in authentic materials are not controlled, as they are in texts designed for second-language learners. As students develop competence in the second language, they are better able to understand the content of authentic materials.

Chapter book. A short reader that has one storyline and includes student exercises and a glossary. The texts are frequently written as dialogues using the present tense.

Cognate. A word that is related to one in another language because the two words have a common source.

Colloquial language. Language used in informal, conversational speech.

Conventions. Accepted practices in the use of language. These include language structures, spelling, and punctuation.

Creative thinking. The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constuctive manner.

Critical thinking. The process of thinking through ideas or situations in order to make a judgement about what is sensible or reasonable to believe or do. Some aspects of thinking critically are questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, predicting, making and supporting judgements, elaborating on ideas, identifying values and issues, and detecting implied as well as explicit meanings.

Critique. A careful analysis or examination of the merits of a written text, a work of art, or a performance.

Cues, non-verbal/visual. Aspects of spoken or unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, and body language, or illustrations, typefaces, and punctuation.

Cues, verbal. Aspects of spoken and unspoken language that convey meaning, such as tone of voice, intonation, inflection, emphasis; types of words (e.g., nouns, verbs, adjectives); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace.

Dialogue. A conversation prepared, in groups, for presentation to the class. This process gives students opportunities to simulate real-life situations in the classroom.

Disjunctive pronouns. Pronouns used as objects of prepositions or for emphasis (e.g., *Il vient avec moi. Toi, tu n'aimes pas le café?*).

Dramatization. A student role-play.

Faire causatif. A verb construction used to explain "having something done" (e.g., *J'ai fait laver mes fenêtres*: I've had my windows washed.).

Forms of writing. Types of writing that students may be expected to produce; for example, poems, posters, dialogues, cartoon captions, advertisements, illustrated stories, surveys, charts, descriptions, letters, short stories, essays, reports.

Futur simple. A verb construction used to describe a future event or situation (e.g., *J'irai à l'université un jour:* I'll go to university someday.).

Genre. A category of literary work (e.g., poem, short story, legend, play, novel).

Independent reading. Written texts that students must read on their own. Usually, students write a book report, give a book talk, or complete a written assignment after reading their selection.

Intensive reading. Written texts that are read and studied in class as part of the unit work.

Intonation. The stress and pitch of spoken language.

Key-pals. Pen-pals who communicate electronically by means of a computer.

Language knowledge. Knowledge of grammatical forms and conventions, and of the conventions of spelling and punctuation.

Language structures. Verbal forms and structures that are used in speaking and writing. Examples are: verb tenses (e.g., present, past, future); noun-adjective and subject-verb combinations that agree in number, gender, case, or person; affirmative and negative constructions; conventional sentence structures (e.g., inversion, simple, compound); contractions.

Literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used to produce a specific effect; for example, rhyme, parallel structure, comparison, contrast, simile, metaphor, personification, hyperbole, oxymoron.

Media works. Material found in media that is frequently used in classrooms to provide real-life experiences. Some examples of media works are: radio and television documentaries and dramas, news reports, sports programs, newspaper and magazine articles, brochures, films, videos, newspaper advertisements, television commercials, movie posters.

Metaphor. An implied comparison in which a word or phrase normally applied to an object or a person is used to describe something or someone else.

Non-structured works. Material in which the vocabulary is not necessarily familiar to students.

Onomatopoeia. The use of a word having a sound that suggests its meaning (e.g., whisper/*chuchoter*).

Open-ended activities. Activities that do not follow a predetermined pattern or procedure; for example, activities in which students express opinions and answer personal questions, conduct interviews, engage in impromptu dialogues, make presentations, and watch and comment on films and videos.

Passé composé. A verb construction used to describe an action in the past (e.g., *Nous avons regardé la télé hier soir*: We watched TV last night.).

Personification. A stylistic device in which human qualities are attributed to things or ideas.

Plus-que-parfait. A verb construction used to describe an action or event that was completed before a certain time in the past.

Print and electronic resources. Materials in print or electronic media, including reference materials; for example, textbooks, newspapers, magazines, CD-ROMs, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), dictionaries, visual dictionaries, spell-check programs.

Pronominal verb. A verb whose infinitive includes *se* (e.g., *se rencontrer*).

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: using previous knowledge, information from the context, and knowledge of word patterns to determine meaning; using knowledge of cognates, root words, and word families to determine the meaning of unfamiliar words; making inferences; skimming text for information.

Reflexive verb. A verb construction where the subject and the object of the verb are the same person (e.g., *Je m'habille*: I get dressed or I dress myself.).

Register. A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction.

Relative pronouns. Pronouns that join a subordinate clause to a principal clause (e.g., *Le garçon que j'ai vu est le frère de Claire*.).

Simile. An explicit comparison in which one thing is likened to something quite different by use of the word *comme.*

Strands. The three major areas of language use into which the secondary curriculum for French as a second language (FSL) is organized. The strands for FSL are Oral Communication, Reading, and Writing.

Structured activities. Activities that follow a predetermined pattern or procedure; for example, activities in which students answer factual questions, play games, engage in dialogues patterned on a model, and work on cooperative crosswords.

Synonym. A word that has the same or almost the same meaning as another word (e.g., clean/pure).

Thematic approach. An approach to teaching FSL in which units of study are based on specific themes or topics.

Venn diagram. A diagram formed by two or more overlapping circles. It is used to help students categorize information for written or oral assignments.

Voice. The style or character of a written text revealed through the author's use of vocabulary, sentence structure, and imagery, as well as the mood of the piece as a whole.

Word pattern. The particular arrangement of common elements in a group of words with respect to meaning, spelling, and/or sound; for example, the addition of *-é* to the verb root to form the past tense in a group of verbs.

Writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic and determining the purpose for writing and the audience to be addressed; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; choosing the form of writing and level of language appropriate to the audience and the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; revising to improve the development and organization of ideas; editing to correct errors in grammar, vocabulary, spelling, and punctuation.

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